



Addiction Awareness Activity: *Friday Night Report*

• **Length:** 30 minutes

• **Set-up:** Any set-up will work

• **Type:** Teen group

Instructions:

1. Prior to the activity prepare and copy *Friday Night Report Cards* and make *Grade Posters*.
2. Tape *Grade Posters* on walls around room in numerical order.
3. Hand out pencils or pens for all participants.
4. Hand out *Friday Night Report Cards* to all participants.

Trainer Script:

You each have a handout which describes some behavior that went on this past weekend. I'd like you to pretend that all of these people are your friends as you read about what happened to each of them. Go ahead and read over the *Friday Night Report Card* to yourself. Don't go any further in this activity until I ask you to. I'll give you 1 minute.

Materials needed:

- *Friday Night Report Cards*
- Pencils or pens and paper for all participants
- *Grade Posters* on walls around room: 1, 2, 3, 4, 5, 6
- Allow time for participants to finish reading the cards.



Friday Night Report Card

Instructions: Rank the actions of your friends on a scale from one to six:

A number "1" indicates the behavior you find **most acceptable**.

A number "6" indicates the behavior you find **least acceptable**.

- _____ **Celeste**—Got drunk at a party with friends and started walking home alone.
- _____ **Josh**—Had too much to drink, got in a fight and hurt another kid.
- _____ **Tanesha**—Drank too much with her friends and puked in their car.
- _____ **Travis**—Went to a party, got wasted, and destroyed property.
- _____ **Jessica**—Drank to get up the courage to have sex with her boyfriend so she wouldn't lose him.
- _____ **Brock**—Got drunk and humiliated his girlfriend in front of others.

Trainer Script:

Now I'm going to ask you to do something that may be hard since all of the people on the cards are your friends. I want you to think about how you have just reacted to them and rank their actions and behaviors on a #1 to #6 scale, giving a #1 to the friend whose actions are the most acceptable to you, and a #6 to the friend whose actions are the least acceptable to you.

You must give every friend a number between 1 and 6 and each friend must have a different number. Be sure to answer for yourself. I don't want you to put down what your parents might say, or what your teachers would want you to say, etc. I'll give you a few minutes to complete your ranking. You may begin.

Trainer Script:

I'm anxious to hear your reactions to these friends. You will notice that I have placed sheets of paper around the room marked 1, 2, 3, 4, 5, and 6. We are going to discuss these friends one at a time. Let's start with Celeste. Would everyone please look at the number they gave Celeste. When I say, "Go," I would like all of you who gave Celeste a "1" to gather around that sign, all of you who gave Celeste a "2" to gather there, a "3" to go to that sign, and so on with all the numbers. Remember we are only looking at Celeste at present.

In your groups I want you to discuss the reasons why you gave Celeste the number you did. We don't want the members of your group to debate with each other—just listen respectfully to each other's reasons. If you find yourself alone, give more thought as to why Celeste deserves the number you assigned her. After a few moments we will have to opportunity to share our thoughts with the entire group. Ready? Ok, everyone go to the number you gave Celeste. Sit in a small circle on the floor, and begin discussion about why you selected that number.

- Allow 2 minutes for each participant to complete the ranking on their Report Cards.



- Allow the groups a few minutes for discussion.
- Then ask each group in turn to share with the entire group their reasons for ranking the person the way they did.



Trainer Script:

Would someone from Group #1 like to share some of the reasons members of that group gave for assigning Celeste #1?

Allow one person to speak for the group.

Would someone from Group #2 like to share some of the reasons members of that group gave for assigning Celeste #2?

Allow one person to speak for the group.

Would someone from Group #3 like to share some of the reasons members of that group gave for assigning Celeste #3?

Allow one person to speak for the group.

Would someone from Group #4 like to share some of the reasons members of that group gave for assigning Celeste #4?

Allow one person to speak for the group.

Would someone from Group #5 like to share some of the reasons members of that group gave for assigning Celeste #5?

Allow one person to speak for the group.

Would someone from Group #6 like to share some of the reasons members of that group gave for assigning Celeste #6?

Allow one person to speak for the group.

Trainer Script:

That was a great discussion about Celeste. I'd like you all go to the number you gave Robert.

Continue this procedure until all characters are discussed.

Trainer Script:

Before we close this activity, I would like you to do one more thing. Would you look at your card describing these characters, fold to the back the ranking you gave each one, and rank them again #1 through #6. Write your rankings on the right side of the sheet this time. I'm asking you to do this because we've heard a lot of good discussion and I think it is important we all realize it's OK to change our minds based on additional input.

Did any of you change your mind? Would anyone like to share something you heard in the discussion and sharing that helped you think in a new way?

Take responses from as many persons as time allows.

During this activity we have certainly heard a variety of viewpoints expressed regarding the characters in this story. How would you explain these differences of opinion?

Take responses from as many persons as time allows.

I really appreciate your active involvement in this activity and your sticking to our policy of no debate—even though I know it wasn't easy at times!" Thank you.

- Show participants how to fold back the cards.
- Give participants time to re-rank the cards.



- Closure.